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ABSTRACT

Characteristics and reading performance of students who have a dominant language other than English are examined and compared with those of English-dominant students, based on the results 1979-1980 National Assessment of Educational Progress (reading and literature). Responses were obtained from 9-year-olds, 13-year-olds, and 17-year-olds. The exercises probed students' comprehension of simple words as well as such complex features of text as mood, tone, and character. It was found that students from homes in which a language other than English was often spoken (OL) generally performed below students for whom English was the dominant language (EL) In general, OL students attending advantaged-urban and private schools, those coming from homes with many reading resources, and (except at age 9) those who have a parent with post-high school education performed near, at, or above national levels. OL students attending disadvantaged-urban schools, those coming from homes with few reading resources, and those whose parents had not completed high school performed considerably below their more advantaged peers. While OL 17-year-olds performed about a percentage point below the nation and 5 percentage points below white students for whom English was the dominant language, black OL 17-year-olds performed 26 points below the nation and 14 points below black EL students. In addition, Hispanic OL 17-year-olds performed 9 percentage points below the nation, just as Hispanic EL students do. Findings are also considered in relation to region of the country, type and size of community, four achievement ranges, kindergarten attendance, television watching, time spent on homework, and reading, sex, and race/ethnicity. Primary type of information provided by report: Results (Race) (Selective). (SW)

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Who Are They and How Well Do They Read?

No. 11-R-50

U.S. DEPARTMENT OF EDUCATION
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The National Assessment of Educational Progress
Education Commission of the States
1860 Lincoln Street, Suite 300
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October 1982

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HIGHLIGHTS

- Students from homes in which a language other than English is often spoken (OL students) generally performed below students for whom English is the dominant language (EL students) on the 1979-80 national reading assessment.

- Language dominance has different effects for people in different schools and socioeconomic strata. In general, OL students attending advantaged-urban and private schools, those coming from homes with many reading resources and (except at age 9) those who have a parent with post high school education performed near, at or above national levels. OL students attending disadvantaged-urban schools, those coming from homes with few reading resources and those whose parents have not completed high school performed considerably below their more advantaged peers.

- Language dominance has different effects for people of different ethnic/cultural backgrounds. White OL 17-year-olds perform about a percentage point below the nation and 5 percentage points below white students for whom English is the dominant language. Black OL 17-year-olds perform 26 points below the nation and 14 points below black EL students. And Hispanic OL 17-year-olds perform 9 percentage points below the nation, just as Hispanic EL students do.

- OL students are not evenly distributed throughout the country or in various schools or population groups. For example, they are underrepresented among whites or in the Central region or among students attending the modal grade for their age. They are overrepresented among Hispanos or in the Northeast and West or among students who are a year below the modal grade for their age.

- While many other-language-dominant students are Hispanos, Hispanos are by no means the only OL students in the schools, and Spanish is by no means the only language spoken by OL students.

BACKGROUND

Focus of This Paper

Major results of the National Assessment of Educational Progress's 1979-80 assessment of students' performance in reading and literature have been reported in Three National Assessments of Reading (NAEP, 1981c); Reading, Thinking and Writing (NAEP, 1981b); Reading Comprehension of American Youth (NAEP, 1982a); and "The Performance of Hispanic Students in Two National Assessments of Reading" (NAEP, 1982b). This paper examines the 1979-80 assessment data base with a focus upon students who indicated that a language other than English is often spoken in their homes.

This analysis has two main purposes: to contribute to the national need for information about this important group of students and to provide further insight into previously published NAEP information. In addressing the first purpose, we recognize that there are many sources of information about bilingual and multilingual young people that should be consulted along with NAEP data in the course of developing policy. The NAEP survey was not designed explicitly to study this particular topic, so it will not address all of the concerns and issues about which policy makers need information. The NAEP data base is, however, an important, unique source of national and regional data that can extend our understanding of this group of students.

The second purpose of this paper is to underscore a simple point about NAEP data that is too often lost in discussions about mean levels of performance and mean changes in achievement: all aggregations of data tend to obscure the large ranges of performance that lie behind them. To say that the mean performance level of blacks or males or inner-city youngsters is below the national level is not to say that all blacks, males or inner-city students perform below the national level. Many such students excel, just as many students in "advantaged" categories are facing frustration and failure every school day. The analysis presented in this paper reminds us of this fact by demonstrating not only that within each of the conventional NAEP reporting categories there is a wide range of achievement, but also that a strong contributor to that range is the degree to which students are exposed to English, the language in which almost all instruction in the United States takes place. Furthermore, the data indicate that "other-language-dominant" students themselves span a considerable performance range. For some of them, coming from a home in which a non-English language is often spoken appears to

have little or no effect upon their reading performance. For others, the effects of a non-English language home environment seem to be negative and inextricably entwined with the effects of being in a group that is economically disadvantaged and sometimes discriminated against.

The Data Base and Its Limitations

This paper is based upon information gathered in the 1979-80 national reading and literature assessment, the technical details of which are explained in NAEP report 11-RL-40, Procedural Handbook: 1979-80 Reading and Literature Assessment (1981a). Readers are referred to that report for further detail than will be presented here.

This paper is based upon the responses of 21,208 9-year-olds, 30,488 13-year-olds and 25,551 17-year-olds (in school only) to a number of questions about their backgrounds and to a wide range of exercises probing their reading comprehension skills and attitudes.

Nine-year-olds responded to 130 reading comprehension exercises, 13-year-olds were given 156, and 17-year-olds were given 122. The reading materials upon which the exercises were based ran the gamut from short, simple expository passages to stories and poems. The exercises probed students' comprehension of the simplest words as well as of such complex features of text as mood, tone and character.

Two background questions formed the primary categories upon which this analysis rests. The first asked, "Is English the language spoken most often in your home? (yes or no)." The second asked, "Is a language other than English spoken in your home? (often, sometimes, never)." Students who answered "often" to the second question were classified as "other language dominant" (OL) students. This is not to say that they, themselves, rely primarily on another language, though some of them undoubtedly did at one time; it is simply to say that they come from homes in which some language other than English is often spoken.

Students who answered "yes" to the first question and "sometimes" to the second question were classified as "shared-language" (SL) students. And students who answered "yes" to the first question and "never" to the second question were classified as "English language dominant" (EL) students.

Students who contradicted themselves in answering the two questions were excluded from the analysis. About 20% of the 9-year-olds, 10% of the 13-year-olds and 3% of the 17-year-olds were excluded. In general, these excluded students had a very low performance mean, indicating that they may have had difficulty

understanding the questions. Also, the word "English" refers to several different things and may have confused some students. Some of the excluded students may have been OL students.

This paper describes the characteristics and reading performance of other-language-dominant students and contrasts them with English-dominant students. Very little attention will be paid to the shared-language students in the text, but the tables present information about that group as well.

In addition to being categorized in one of the above groups, students were also categorized according to their membership in a number of other NAEP reporting groups: race/ethnic group, region of the country lived in, sex, type of community student's school serves, size of community school is in, grade, parents' levels of education, achievement quartile, public or private school, racial composition of school, kindergarten attendance and number of certain educational resources in the home. All of these categories are defined in Appendix A. Some of the categories are based upon "self-report" data and readers should keep in mind the fact that students, especially 9-year-olds, do not always know such things as their parents' levels of education.

Details about the stratified multistage national sample of students upon which groups and the findings are based appear in the Procedural Handbook mentioned earlier. Students who speak or read no English are excluded from national assessments because they are unable to understand assessment materials. Consequently, the students described in this paper all have some facility with English, whatever language might dominate in the home. The 17-year-olds included in this assessment were only those attending school.

CHAPTER 1

Characteristics of Other-Language-Dominant Students Across Population Groups

Table B-1 in the appendix and the subparts of it reproduced in this chapter present the percentages of OL, SL and EL students across a number of groups. OL students are those who said a language other than English is often spoken in their homes; SL students said another language is sometimes spoken in their homes; and EL students are those who said that English is the only language spoken at home. Some major points arising out of these data follow. See Appendix A for definitions of groups.

- Among 17-year-olds, 43% of the OL students are Hispanic, 34% are white, 6% are black, 6% are Asian, 2% are American Indian and 7% come from other ethnic groups. In contrast, 82% of the EL students are white, 11% are black, 3% are Hispanic and 2% are in other ethnic groups.

	Age 9			Age 13			Age 17		
	% OL	% SL	% EL	% OL	% SL	% EL	% OL	% SL	% EL
Race									
American Indian							2.1	1.8	1.2
Asian							5.5	1.1	0.2
Black*	16.4	12.7	10.3	13.9	12.8	12.2	6.1	9.6	10.6
White*	71.0	79.4	88.1	52.8	79.0	87.0	33.7	66.4	82.0
Hispanic*	9.9	6.1	1.4	28.3	6.4	0.6	43.0	14.4	2.8
Other	2.8	1.8	2.8	5.0	1.8	0.3	6.8	3.8	1.7
No response							2.9	2.8	1.5

**Seventeen-year-old students identified their ethnic backgrounds themselves; 9- and 13-year-olds were aggregated in only three categories (white, black and Hispano) based upon the judgment of the persons who administered the assessments. Experience has established that under these circumstances, some Hispanos will be classed as whites or blacks, inflating those categories and understating the number of Hispanos. The percentages listed at age 17 are the best estimates of ethnic breakdown we have and probably reflect a roughly similar breakdown at the other ages.*

Estimates of Asians and American Indians are based on a small number of respondents and should not be taken as definitive national figures.

- Seventeen-year-old OL students are dramatically overrepresented in the West and Northeast. Nine- and 13-year-old OL students are somewhat more evenly dispersed around the country, but they are still more heavily concentrated in the West than in other regions.

	Age 9			Age 13			Age 17		
	% OL	% SL	% EL	% OL	% SL	% EL	% OL	% SL	% EL
Region									
Northeast	19.2	25.0	23.0	24.6	25.7	22.9	30.5	22.8	21.4
Southeast	26.4	22.8	24.2	24.0	20.6	26.3	16.6	20.7	24.0
Central	24.0	24.5	27.3	18.6	27.2	26.9	14.0	28.5	29.5
West	30.4	27.7	25.4	32.8	26.5	23.9	39.0	28.0	25.0

- Students from other-language-dominant homes are more heavily concentrated in disadvantaged-urban schools, especially at age 17. One-fourth of them are in such schools at age 17, whereas only 8% of the EL students are. At the other two ages, twice as many OL students as EL students are in disadvantaged-urban schools. Roughly the same proportions of OL and EL students -- 10-13% -- are attending advantaged-urban schools.

	Age 9			Age 13			Age 17		
	% OL	% SL	% EL	% OL	% SL	% EL	% OL	% SL	% EL
Type of community									
Rural	8.4	10.2	9.2	8.0	7.6	10.4	6.6	8.3	8.4
Disadvantaged urban	8.7	6.6	4.6	13.9	8.0	6.9	24.5	10.3	8.0
Advantaged urban	10.3	12.6	12.6	11.8	14.5	11.2	10.9	13.1	12.4
Other	72.5	70.6	73.6	66.2	69.6	71.4	57.9	68.3	71.2

- Students from other-language-dominant homes are much more likely than others to be a grade behind their age cohorts. At age 9, almost one-third of them are below modal grade, compared with about one-fifth of the EL students. Among 13-year-olds, 28% are below, compared to 23% of the EL students; and among 17-year-olds, 20% are below, compared with 11% of the EL students.

	Age 9			Age 13			Age 17		
	% OL	% SL	% EL	% OL	% SL	% EL	% OL	% SL	% EL
Grade level									
1 below modal	31.6	24.2	19.3	27.6	25.2	23.2	20.1	13.1	11.1
Modal grade	66.2	73.8	79.5	65.2	71.6	74.6	65.3	76.3	78.5
Other	2.2	2.0	1.2	7.1	3.2	2.2	14.5	10.6	10.4

- At age 17, OL and EL students are not distributed across various sizes of communities in the same way. Thirty percent of the OL students are in big cities compared with 16% of the EL students. Forty-six percent of the EL students are in small places while only 29% of the OL students attend schools there.

	Age 9			Age 13			Age 17		
	% OL	% SL	% EL	% OL	% SL	% EL	% OL	% SL	% EL
Size of community									
Big cities	21.9	19.2	16.6	27.6	17.2	14.2	29.8	17.1	16.4
Fringes around big cities	19.9	21.7	20.1	25.2	26.1	24.4	27.4	23.7	23.3
Medium cities	12.8	11.5	13.2	11.6	13.6	14.9	13.9	15.8	14.3
Small places	45.4	47.6	50.1	35.6	43.0	46.4	28.9	43.4	46.0

- Over twice as many teenaged OL students as EL students reported that neither parent graduated from high school. At the other end of the parental-education scale, only about two-thirds as many OL teenagers report that at least one parent had post high school education.

	Age 9			Age 13			Age 17		
	% OL	% SL	% EL	% OL	% SL	% EL	% OL	% SL	% EL
Parental education									
Not graduated high school	6.5	4.5	4.4	20.7	9.6	7.9	26.6	12.7	11.0
Graduated high school	14.0	12.8	17.9	21.2	23.0	28.7	25.9	28.0	31.8
Post high school	8.8	11.0	10.9	11.2	15.6	17.6	11.5	16.6	18.5
Graduated college	45.7	49.7	44.9	32.3	43.8	38.9	27.4	40.0	36.2
Unknown	25.0	22.0	21.9	14.5	8.1	7.0	8.6	2.7	2.5

- At each age, more OL than EL students are in the lowest achievement quartile. Fewer OL students than EL students are in the highest achievement class. Nevertheless, it is important to note that for OL students 14% of the 9-year-olds, 16% of the 13-year-olds and 18% of the 17-year-olds are in the highest achievement class in spite of the fact that they come from homes in which English is not the dominant language.

	Age 9			Age 13			Age 17		
	% OL	% SL	% EL	% OL	% SL	% EL	% OL	% SL	% EL
Achievement class									
Lowest	33.2	21.0	11.3	38.8	23.6	17.4	38.5	26.0	21.9
Middle-lowest	31.6	23.8	22.6	26.3	24.2	25.7	23.7	24.3	25.7
Middle-highest	21.2	25.4	31.6	19.1	25.0	28.2	19.4	25.5	26.0
Highest	13.9	29.8	34.6	15.8	27.2	28.6	18.4	24.2	26.5

- Two to three times as many teenaged OL students as EL students are attending schools that are heavily minority in their racial composition. Twenty-three percent of the 9-year-olds are in such schools, as are 38% of the 13-year-olds and 34% of the 17-year-olds.

	Age 9			Age 13			Age 17		
	% OL	% SL	% EL	% OL	% SL	% EL	% OL	% SL	% EL
School composition									
Heavily minority	22.6	17.4	13.8	37.8	19.0	15.1	33.6	15.0	10.8
Heavily white	77.4	82.6	86.2	62.2	81.0	84.9	66.4	85.0	89.2

- Somewhat more OL 9-year-olds than EL students -- 16% compared with 10% -- have not attended kindergarten.

	Age 9		
	% OL	% SL	% EL
Kindergarten			
Yes	83.7	87.5	90.0
No	16.0	12.1	9.8

- Higher-than-average proportions of OL students live in homes that are low in reading resources such as books, newspapers, magazines or encyclopedias: 35% at age 9, 27% at age 13 and 28% at age 17. These percentages for teenagers are twice the comparable percentages for English-dominant teenagers.

- Although 29-44% of the OL students live in homes with all the above reading resources, 38-64% of the EL students live in such homes.

	Age 9			Age 13			Age 17		
	% OL	% SL	% EL	% OL	% SL	% EL	% OL	% SL	% EL
Reading resources in home									
Less than 3	35.4	26.0	25.1	27.4	14.8	13.9	28.0	11.3	11.5
3	35.4	34.5	36.5	30.2	26.8	28.2	28.1	23.1	24.2
4	29.2	39.4	38.4	42.4	58.4	57.9	43.9	65.6	64.3

CHAPTER 2

The Reading Performance of Other-Language-Dominant Students

Since the language of instruction in American schools is English, it is no surprise that young people who hear and practice English at home as well as at school have an advantage over those who do not. The National Assessment reading results confirm this, as do many other tests and observations. But having another language dominate at home is not an absolute disadvantage, for some OL students from certain backgrounds and in certain kinds of schools are much better readers than others and even better readers than many students from English-dominant homes. It appears that it is the association of bi- or multilingualism with a host of other socioeconomic, cultural and demographic factors that determines the degree to which being from an OL home will be an educational disadvantage.

Table B-2 in the appendix and its subparts in this chapter present the reading performance results for OL, SL and EL students in various groups, relative to the performance of their age group as a whole. For example, the mean percentage of success for 9-year-olds on 130 exercises was 58.2%. OL 9-year-olds' mean was 51.8%; thus, their relative performance was 6.4 points below the nation and shows up on the table as -6.4. EL 9-year-olds' mean performance level was 66.6%, or 8.4 points above the nation, as the table indicates. Differences for each population group as a whole appear in Table B-5 and are referred to in some parts of the text.

The major points to emerge from Table B-2 are these:

- The relationship of other language dominance to ethnic background is very different for whites, blacks and Hispanos. Though OL students in each group perform below the nation at each age, that is about all they have in common. Seventeen-year-old white OL students perform about like the nation (-0.6) and about 5 points below their EL counterparts.

  Black OL 17-year-olds perform 26 points below the nation and 14 percentage points below their EL counterparts. Black EL students perform closer to the nation than black OL students at all three ages.

Seventeen-year-old Hispanic OL students perform 9 points below the nation and do not differ from their EL counterparts.

Although the 17-year-olds' data are the most accurate for describing OL students' performance in various ethnic groups, the 9- and 13-year-olds' results are suggestive, too. For they imply that, over the years, and on the average, coming from an OL home has different consequences for students of different races. The gap between white OL and EL students is 15 points at age 9, 11 points at age 13 and 5 points at age 17. The gap between black OL and EL students is 10 points at age 9, 16 points at age 13 and 14 points at age 17. And the gap between Hispanic OL and EL students is never more than 2.6 percentage points in either direction.

	Age 9 (Mean = 58.2%)			Age 13 (Mean = 74.0%)			Age 17 (Mean = 79.1%)		
	OL	SL	EL	OL	SL	EL	OL	SL	EL
Nation	-6.4	2.9	8.4	-7.7	0.9	4.2	-6.7	-0.2	1.6
Race									
Black	-13.5	-13.1	-3.2	-24.0	-15.3	-7.9	-26.3	-17.7	-12.6
White	-5.2	6.2	10.0	-4.9	4.4	6.0	-0.6	4.5	4.0
Hispanic	-7.2	-8.1	-9.8	-7.0	-8.5	-5.0	-9.1	-7.2	-9.0

- Coming from a OL home is clearly a greater problem for males than for females, particularly at ages 9 and 13. As students get older, however, the male/female difference lessens so that by age 17 there is only a 3-point difference between OL males and females and a 2-point difference between EL males and females.

	Age 9 (Mean = 58.2%)			Age 13 (Mean = 74.0%)			Age 17 (Mean = 79.1%)		
	OL	SL	EL	OL	SL	EL	OL	SL	EL
Nation	-6.4	2.9	8.4	-7.7	0.9	4.2	-6.7	-0.2	1.6
Sex									
Male	-9.6	1.0	7.4	-10.1	-1.2	3.3	-7.8	-1.6	0.5
Female	-2.6	4.7	9.3	-4.9	2.9	5.1	-5.3	1.1	2.5

- OL teenagers in the Southeast perform, as a group, below those in other regions.

	Age 9 (Mean = 58.2%)			Age 13 (Mean = 74.0%)			Age 17 (Mean = 79.1%)		
	OL	SL	EL	OL	SL	EL	OL	SL	EL
Nation	-6.4	2.9	8.4	-7.7	0.9	4.2	-6.7	-0.2	1.6
Region									
Northeast	-2.7	4.8	9.6	-5.5	2.9	4.6	-5.3	0.7	1.5
Southeast	-7.8	-0.3	7.7	-11.7	-2.9	2.5	-12.2	-4.2	0.1
Central	-6.1	4.1	8.7	-6.2	3.0	5.1	-6.8	1.0	1.5
West	-7.6	2.9	7.5	-7.2	-0.4	4.7	-5.7	1.0	3.2

- OL students attending advantaged-urban schools perform above the nation -- 2.5 points at age 9, 4 points at age 13, 3 points at age 17. To be sure, the EL students in those schools perform even better, but the gap between OL and EL students in advantaged schools is less than the national gap between OL and EL students -- 12 points at age 9, 6 points at age 13 and 4 points at age 17.

- OL students in rural schools appear at greatest disadvantage when they are 13 (-16 percentage points). Even the SL students are 7 percentage points below the nation, whereas the EL students are 3 points above. The gap of 19 points between OL and EL rural students is wider than the OL/EL gap for the entire age group.

- OL, SL and EL students attending disadvantaged-urban schools perform, as groups, below the national level. And there is very little difference between OL and SL students' performance in the disadvantaged-urban school group, especially at ages 9 and 17.

	Age 9 (Mean = 58.2%)			Age 13 (Mean = 74.0%)			Age 17 (Mean = 79.1%)		
	OL	SL	EL	OL	SL	EL	OL	SL	EL
Nation	-6.4	2.9	8.4	-7.7	0.9	4.2	-6.7	-0.2	1.6
Type of community									
Rural	-11.7	-0.2	8.0	-16.4	-6.5	2.6	-9.0	-1.6	0.5
Disadvantaged urban	-14.0	-13.6	-3.0	-13.0	-8.7	-3.2	-11.3	-11.0	-8.1
Advantaged urban	2.5	11.8	14.0	3.9	9.4	9.9	2.8	6.3	6.3

- Students from homes in which another language dominates are, as we saw earlier, disproportionately represented below their modal grade. The relative performance of the below-modal-grade OL students is 17 points behind the nation at ages 9 and 13, 23 points below at age 17. In each case, the gap between OL and EL students is wider for this subgroup than it is for the age group as a whole.

	Age 9 (Mean = 58.2%)			Age 13 (Mean = 74.0%)			Age 17 (Mean = 79.1%)		
	OL	SL	EL	OL	SL	EL	OL	SL	EL
Nation	-6.4	2.9	8.4	-7.7	0.9	4.2	-6.7	-0.2	1.6
Grade level									
1 below modal	-17.0	-11.0	-1.4	-17.3	-9.4	-2.6	-22.9	-14.9	-11.7
Modal grade	-1.0	8.0	10.9	-2.8	5.0	6.6	-2.6	2.6	3.2

- OL students whose parents have had some post high school education perform considerably better than those whose parents have had less education. At ages 13 and 17, there is little appreciable difference between their performance and the national level of performance. SL students whose parents did not graduate from high school perform much like OL students.

	Age 9 (Mean = 58.2%)			Age 13 (Mean = 74.0%)			Age 17 (Mean = 79.1%)		
	OL	SL	EL	OL	SL	EL	OL	SL	EL
Nation	-6.4	2.9	8.4	-7.7	0.9	4.2	-6.7	-0.2	1.6
Parental education									
Not graduated high school	-12.5	-8.3	2.5	-11.9	-9.6	-4.8	-9.8	-9.7	-6.4
Graduated high school	-7.9	2.8	8.0	-8.5	-1.7	2.6	-8.4	-1.6	-1.1
Post high school	-4.2	6.5	12.4	-0.7	4.7	7.3	-0.8	2.4	4.6
Graduated college	-4.2	6.1	11.0	-3.7	5.4	7.6	0.1	3.9	5.6

- OL students attending private schools perform, as a group, almost 4 points above the nation at age 9, 2 points above at age 13 and 3 points above at age 17. In contrast, OL students attending public schools perform 7 to 9 points below the national level. The OL students in the private schools perform much like <u>all</u> private school students (see Table B-5 for group differences); the OL students in the public schools do not perform very much like all public school students.

	Age 9 (Mean = 58.2%)			Age 13 (Mean = 74.0%)			Age 17 (Mean = 79.1%)		
	OL	SL	EL	OL	SL	EL	OL	SL	EL
Nation	-6.4	2.9	8.4	-7.7	0.9	4.2	-6.7	-0.2	1.6
School sector									
Public	-7.4	2.1	8.0	-8.9	-0.2	3.5	-7.7	-0.7	1.1
Private	3.6	9.8	12.1	1.8	8.9	10.3	2.7	5.3	6.8

- OL students attending schools with large minority enrollments perform 11 to 13 points below the nation. This is only a couple of points lower than the performance of all students in minority schools (Table B-5). Those attending schools with largely white enrollments perform 4 to 5 points below the national level, which is about 6 or 7 points below the performance of all students in heavily white schools (Table B-5).

- SL students in heavily minority schools perform much like OL students. In contrast, SL students in heavily white schools perform much like EL students.

	Age 9 (Mean = 58.2%)			Age 13 (Mean = 74.0%)			Age 17 (Mean = 79.1%)		
	OL	SL	EL	OL	SL	EL	OL	SL	EL
Nation	-6.4	2.9	8.4	-7.7	0.9	4.2	-6.7	-0.2	1.6
School composition									
Heavily minority	-13.1	-8.8	1.5	-11.9	-8.6	-2.4	-10.9	-10.0	-6.5
Heavily white	-4.4	5.3	9.5	-5.1	3.2	5.4	-4.8	1.6	2.5

- OL students from homes with books, magazines, newspapers and an encyclopedia perform at about the national level or slightly above it. SL students with few reading resources at home perform like OL students; those with all the resources perform more like EL students.

	Age 9 (Mean = 58.2%)			Age 13 (Mean = 74.0%)			Age 17 (Mean = 79.1%)		
	OL	SL	EL	OL	SL	EL	OL	SL	EL
Nation	-6.4	2.9	8.4	-7.7	0.9	4.2	-6.7	-0.2	1.6
Reading resources in home									
Less than 3	-12.3	-8.0	1.4	-15.9	-13.0	-4.7	-16.5	-13.9	-8.8
3	-5.8	3.2	8.2	-8.5	-1.7	1.9	-8.0	-3.8	-1.3
4	0.3	9.8	13.2	-1.4	5.5	7.4	0.5	3.6	4.4

CHAPTER 3

Discussion

It would appear that coming from a home in which a language other than English dominates is, generally speaking, an educational liability. But the performance results just highlighted indicate that among the OL students, like other groups of students, there is a considerable range of performance. On average, OL students attending advantaged-urban or private schools, those who have at least one parent who has gone beyond high school education and those who have daily access to books, newspapers, magazines and encyclopedias perform as well as or better than the national performance level of their age group, though they still perform below EL students with the same characteristics. It should be obvious that these descriptors are all associated with socioeconomic conditions. That is, advantaged-urban schools serve communities in which a high proportion of the citizens are employed as professionals and are in the middle and upper-middle class; people with post high school education are likely to have higher incomes than those who never graduated from high school; and homes with books, magazines, newspapers and an encyclopedia are likely to be somewhat more affluent than those without some or all of those resources.

What we see in the data, then, is not simply the consequence of a mismatch between students' home language and the language of instruction in the schools. Nowhere is this more obvious than in the results for ethnic groups. The fact that language dominance is differentially burdensome for white, black and Hispanic students (and Asian students, too, though NAEP data are sketchy on this point) suggests that language dominance is not the only contributor to poor reading performance. It is language dominance in conjunction with other background factors that makes a difference. This is to say, it is language dominance coupled with poverty or coupled with discriminatory treatment or coupled with both that makes the greatest difference.

Several major points flow from this observation. First, since OL students attending advantaged-urban and private schools perform very well, it is probable that all OL students would profit from receiving the kinds of help available in such schools. The fact that OL students in disadvantaged-urban schools perform so much lower suggests that school resources can make a difference. So, apparently, can home reading resources.

A second implication of the results may be that schools could inform parents about the importance of home reading materials, their availability at public libraries and ways parents can work with libraries to broaden their children's exposure to English-language books, magazines and newspapers.

Finally, it is important to stress the fact that, by itself, being from a home in which English is not the dominant language can be either an advantage or a disadvantage. Much depends on other characteristics of the homes OL students come from and the schools they attend. National Assessment staff will continue to explore the relative contributions to performance of each of the variables described in the report by subjecting the data to various regression analyses. If the results of these analyses further clarify the situation, we will update this paper.

APPENDIX A

Definition of NAEP Reporting Groups and Background Questions Used in This Paper

Race/Ethnicity

Results are presented for blacks, whites and Hispanos who were visually identified by the individuals administering the assessment. In addition, 17-year-olds were asked to identify their ethnic backgrounds themselves.

Region

The country has been divided into four regions: Northeast, Southeast, Central and West. States included in each region are shown on the following map.

Sex

Results are reported for males and females.

Type of Community

Three extreme community types of special interest are defined by an occupational profile of the area served by a school as well as by the size of the community in which the school is located. This is the only reporting category that excludes a large number of respondents. About two-thirds do not fall into the classifications listed below. Results for the remaining two-thirds are not reported since their performance is similar to that of the nation.

Advantaged-urban communities. Students in this group attend schools in or around cities having a population greater than 200,000 where a high proportion of the residents are in professional or managerial positions.

Disadvantaged-urban communities. Students in this group attend schools in or around cities having a population greater than 200,000 where a relatively high proportion of the residents are on welfare or are not regularly employed.

Rural communities. Students in this group attend schools in areas with a population under 10,000 where many of the residents are farmers or farm workers.

Size of Community

Big cities. Students in this group attend schools within the city limits of cities having a 1970 census population over 200,000.

Fringes around big cities. Students in this group attend schools within metropolitan areas (1970 U.S. Bureau of the Census urbanized areas) served by cities having a population greater than 200,000 but outside the city limits.

Medium cities. Students in this group attend schools in cities having a population between 25,000 and 200,000, not classified in the fringes-around-big-cities category.

Small places. Students in this group attend schools in communities having a population less than 25,000, not classified in the fringes-around-big-cities category.

Grade in School

Results are categorized for 9-year-olds in the 3rd or 4th grade; 13-year-olds in the 7th or 8th grade; and 17-year-olds in the 10th or 11th grade.

Level of Parental Education

National Assessment defines three categories of parental-education levels, based on students' reports. These categories are: (1) those whose parents did not graduate from high school, (2) those who have at least one parent who graduated from high school and (3) those who have at least one parent who has had some post high school education.

Achievement Class

Results are presented in four ranges of achievement performance.

Achievement class 1. The lowest one-fourth of the national sample.

Achievement class 2. The middle lowest one-fourth of the national sample.

Achievement class 3. The middle highest one-fourth of the national sample.

Achievement class 4. The highest one-fourth of the national sample.

School Sector

Students were classified according to whether they attended public or private schools.

School Composition

Heavily minority schools are schools in which the majority of students come from minority populations. Heavily white schools are schools in which a majority of students are white.

Kindergarten Attendance

Results are categorized for 9-year-olds only who responded either yes or no to a background question concerning kindergarten attendance.

Reading Resources in the Home

Students were asked whether their family recieved newspapers and magazines regularly, whether there were more than 25 books in their home and whether there was an encyclopedia in their home. Results are reported for students who had all four things at home, three of them or less than three.

Television Watching

Results are categorized for 9-, 13- and 17-year-old respondents by amount of time spent watching TV the previous day. Possible responses are: one hour or less, one to two hours, three to four hours, five or more hours.

Homework Assigned

Results are categorized for 13- and 17-year-olds according to responses concerning amount of time spent on homework the previous day. Possible responses are: none assigned, did not do any assigned homework, less than one hour, between one to two hours, more than two hours.

How Much Time Spent Reading

Results are categorized for 9-, 13- and 17-year-old respondents by time spent reading for enjoyment the previous day, reported by time amounts of less than one hour, one to two hours, three or more hours.

Do You Mostly Read. . .

Results are categorized for 9-, 13- and 17-year-old respondents specifying either a preference for reading fiction or nonfiction, no preference or else stating that they never read during their spare time.

APPENDIX B

Supporting Tables

TABLE B-1. 1979-80 Distribution of Other Language Dominant, Shared Language and English Language Dominant Students Across Population Groups, Ages 9, 13 and 17

Groups†	Age 9			Age 13			Age 17		
	% OL	% SL	% EL	% OL	% SL	% EL	% OL	% SL	% EL
Race/Ethnicity									
American Indian							2.1	1.8	1.2
Asian							5.5	1.1	0.2
Black*	16.4	12.7	10.3	13.9	12.8	12.2	6.1	9.6	10.6
White*	71.0	79.4	88.1	52.8	79.0	87.0	33.7	66.4	82.0
Hispanic*	9.9	6.1	1.4	28.3	6.4	0.6	43.0	14.4	2.8
Other	2.8	1.8	2.8	5.0	1.8	0.3	6.8	3.8	1.7
No response							2.9	2.8	1.5
Region									
Northeast	19.2	25.0	23.0	24.6	25.7	22.9	30.5	22.8	21.4
Southeast	26.4	22.8	24.2	24.0	20.6	26.3	16.6	20.7	24.0
Central	24.0	24.5	27.3	18.6	27.2	26.9	14.0	28.5	29.5
West	30.4	27.7	25.4	32.8	26.5	23.9	39.0	28.0	25.0
Sex									
Male	54.1	48.1	47.4	51.0	48.6	48.1	53.9	48.7	49.6
Female	45.9	51.9	52.6	49.0	51.4	51.9	46.1	51.3	50.4
Type of community									
Rural	8.4	10.2	9.2	8.0	7.8	10.4	6.6	8.3	8.4
Disadvantaged urban	8.7	6.6	4.6	13.9	8.0	6.9	24.5	10.3	8.0
Advantaged urban	10.3	12.6	12.6	11.8	14.5	11.2	10.9	13.1	12.4
Other	72.5	70.6	73.6	66.2	69.6	71.4	57.9	68.3	71.2
Size of community									
Big cities	21.9	19.2	16.6	27.6	17.2	14.2	29.8	17.1	16.4
Fringes around big cities	19.9	21.7	20.1	25.2	26.1	24.4	27.4	23.7	23.3
Medium cities	12.8	11.5	13.2	11.6	13.6	14.9	13.9	15.8	14.3
Small places	45.4	47.6	50.1	35.6	43.0	46.4	28.9	43.4	46.0
Grade level									
1 below modal	31.6	24.2	19.3	27.6	25.2	23.2	20.1	13.1	11.1
Modal grade	66.2	73.8	79.5	65.2	71.6	74.6	65.3	76.3	78.5
Other	2.2	2.0	1.2	7.1	3.2	2.2	14.5	10.6	10.4
Parental education#									
Not graduated high school	6.5	4.5	4.4	20.7	9.6	7.9	26.6	12.7	11.0
Graduated high school	14.0	12.8	17.9	21.2	23.0	28.7	25.9	28.0	31.8
Post high school	8.8	11.0	10.9	11.2	15.6	17.6	11.5	16.6	18.5
Graduated college	45.7	49.7	44.9	32.3	43.8	38.9	27.4	40.0	36.2
Unknown	25.0	22.0	21.9	14.5	8.1	7.0	8.6	2.7	2.5
Achievement class									
Lowest	33.2	21.0	11.3	38.8	23.6	17.4	38.5	26.0	21.9
Middle-lowest	31.6	23.8	22.6	26.3	24.2	25.7	23.7	24.3	25.7
Middle-highest	21.2	25.4	31.6	19.1	25.0	28.2	19.4	25.5	26.0
Highest	13.9	29.8	34.6	15.8	27.2	28.6	18.4	24.2	26.5
School sector									
Public	90.9	89.1	89.0	88.8	87.9	89.9	89.3	91.1	92.6
Private	9.1	10.9	11.0	11.2	12.1	10.1	10.7	8.9	7.4

TABLE B-1 *(continued).*

Groups†	Age 9			Age 13			Age 17		
	% OL	% SL	% EL	% OL	% SL	% EL	% OL	% SL	% EL
School composition									
Heavily minority	22.6	17.4	13.8	37.8	19.0	15.1	33.6	15.0	10.8
Heavily white	77.4	82.6	86.2	62.2	81.0	84.9	66.4	85.0	89.2
Kindergarten									
Yes	83.7	87.5	90.0						
No	16.0	12.1	9.8						
Reading resources in home									
Less than 3	35.4	26.0	25.1	27.4	14.8	13.9	28.0	11.3	11.5
3	35.4	34.5	36.5	30.2	26.8	28.2	28.1	23.1	24.2
4	29.2	39.4	38.4	42.4	58.4	57.9	43.9	65.6	64.3

†*Percentages may not add vertically to 100% due to nonresponse rate or rounding error.*
Seventeen-year-old students identified their ethnic backgrounds themselves; 9- and 13-year-olds were aggregated in only three categories (white, black and Hispano) based upon the judgment of the persons who administered the assessments. Experience has established that under these circumstances, some Hispanos will be classed as whites or blacks, inflating those categories and understating the number of Hispanos. The percentages listed at age 17 are the best estimates of ethnic breakdown we have and probably reflect a roughly similar breakdown at the other ages.

Estimates of Asians and American Indians are based on a small number of respondents and should not be taken as definitive national figures.
#*Nine-year-olds' nonresponse rate was high.*

TABLE B-2. 1979-80 Reading Performance of Other Language Dominant, Shared Language and English Language Dominant Students in Various Population Groups, Compared to National Performance, Ages 9, 13 and 17

Groups	Age 9 (Mean = 58.2%)			Age 13 (Mean = 74.0%)			Age 17 (Mean = 79.1%)		
	OL	SL	EL	OL	SL	EL	OL	SL	EL
Nation	-6.4	2.9	8.4	-7.7	0.9	4.2	-6.7	-0.2	1.6
Race/Ethnicity									
Black*	-13.5	-13.1	-3.2	-24.0	-15.3	-7.9	-26.3	-17.7	-12.6
White*	-5.2	6.2	10.0	-4.9	4.4	6.0	-0.6	4.5	4.0
Hispanic*	-7.2	-8.1	-9.8	-7.0	-8.5	-5.0	-9.1	-7.2	-9.0
Region									
Northeast	-2.7	4.8	9.6	-5.5	2.9	4.6	-5.3	0.7	1.5
Southeast	-7.8	-0.3	7.7	-11.7	-2.9	2.5	-12.2	-4.2	0.1
Central	-6.1	4.1	8.7	-6.2	3.0	5.1	-6.8	1.0	1.5
West	-7.6	2.9	7.5	-7.2	-0.4	4.7	-5.7	1.0	3.2
Sex									
Male	-9.6	1.0	7.4	-10.1	-1.2	3.3	-7.8	-1.6	0.5
Female	-2.6	4.7	9.3	-4.9	2.9	5.1	-5.3	1.1	2.5
Type of community									
Rural	-11.7	-0.2	8.0	-16.4	-6.5	2.6	-9.0	-1.6	0.5
Disadvantaged urban	-14.0	-13.6	-3.0	-13.0	-8.7	-3.2	-11.3	-11.0	-8.1
Advantaged urban	2.5	11.8	14.0	3.9	9.4	9.9	2.8	6.3	6.3
Size of community									
Big cities	-7.0	0.1	6.5	-7.2	-1.8	0.8	-8.1	-3.5	-1.2
Fringes around big cities	-2.9	5.8	10.1	-3.2	3.2	5.2	-4.4	1.2	2.5
Medium cities	-4.7	2.4	7.9	-9.5	1.1	3.7	-7.3	1.4	2.0
Small places	-8.3	2.9	8.6	-10.5	0.4	4.8	-7.4	-0.1	2.0
Grade level									
1 below modal	-17.0	-11.0	-1.4	-17.3	-9.4	-2.6	-22.9	-14.9	-11.7
Modal grade	-1.0	8.0	10.9	-2.8	5.0	6.6	-2.6	2.6	3.2
Parental education#									
Not graduated high school	-12.5	-8.3	2.5	-11.9	-9.6	-4.8	-9.8	-9.7	-6.4
Graduated high school	-7.9	2.8	8.0	-8.5	-1.7	2.6	-8.4	-1.6	-1.1
Post high school	-4.2	6.5	12.4	-0.7	4.7	7.3	-0.8	2.4	4.6
Graduated college	-4.2	6.1	11.0	-3.7	5.4	7.6	0.1	3.9	5.6
School sector									
Public	-7.4	2.1	8.0	-8.9	-0.2	3.5	-7.7	-0.7	1.1
Private	3.6	9.8	12.1	1.8	8.9	10.3	2.7	5.3	6.8
School composition									
Heavily minority	-13.1	-8.8	1.5	-11.9	-8.6	-2.4	-10.9	-10.0	-6.5
Heavily white	-4.4	5.3	9.5	-5.1	3.2	5.4	-4.8	1.6	2.5

TABLE B-2 *(continued).*

Groups	Age 9 (Mean = 58.2%)			Age 13 (Mean = 74.0%)			Age 17 (Mean = 79.1%)		
	OL	SL	EL	OL	SL	EL	OL	SL	EL
Nation	-6.4	2.9	8.4	-7.7	0.9	4.2	-6.7	-0.2	1.6
Kindergarten									
Yes	-4.4	5.5	9.9						
No	-16.3	-15.6	-4.5						
Reading resources in home									
Less than 3	-12.3	-8.0	1.4	-15.9	-13.0	-4.7	-16.5	-13.9	-8.8
3	-5.8	3.2	8.2	-8.5	-1.7	1.9	-8.0	-3.8	-1.3
4	0.3	9.8	13.2	-1.4	5.5	7.4	0.5	3.6	4.4
Television watching									
None or less than 1 hour	-6.1	5.3	9.7	-5.1	3.0	5.7	-4.6	2.3	3.3
1-2 hours	-5.5	6.5	10.1	-4.8	3.6	6.4	-3.6	0.8	2.5
3-4 hours	-1.7	7.2	11.2	-7.0	0.4	4.1	-9.1	-2.4	-0.4
More than 5 hours	-5.2	-1.2	5.0	-14.0	-6.0	-1.3	-20.4	-9.0	-5.1
Homework assigned									
No homework				-9.8	-2.0	1.8	-12.1	-5.3	-3.1
Didn't do it				-12.1	-4.2	0.1	-8.8	0.6	2.4
Less than 1 hour				-7.9	2.3	5.4	-7.8	1.0	2.8
1-2 hours				-4.0	3.6	6.3	-2.4	2.6	4.3
More than 2 hours				-5.5	0.9	4.9	1.0	4.7	6.8
How much time spend reading									
Less than 1 hour	-5.1	4.5	8.5	-7.8	0.3	3.6	-7.8	-1.1	0.6
1-2 hours	-2.4	7.8	10.3	-5.0	2.7	7.1	-2.4	2.7	5.0
More than 3 hours	-8.0	-2.3	8.4	-10.8	1.8	4.0	-10.5	0.4	4.5
Do you mostly read...									
Fiction	-7.4	4.9	9.7	-4.3	5.0	7.6	-6.1	2.5	4.6
Nonfiction	-9.2	0.0	6.2	-12.3	-5.0	0.3	-7.6	-2.0	0.0
Both	-2.8	5.3	10.2	-2.9	4.4	6.3	0.3	3.6	4.5

[A]Seventeen-year-old students identified their ethnic backgrounds themselves; 9- and 13-year-olds were aggregated in only three categories (white, black and Hispano) based upon the judgment of the persons who administered the assessments. Experience has established that under these circumstances, some Hispanos will be classed as whites or blacks, inflating those categories and understating the number of Hispanos. The percentages listed at age 17 are the best estimates of ethnic breakdown we have and probably reflect a roughly similar breakdown at the other ages.

Estimates of Asians and American Indians are based on a small number of respondents and should not be taken as definitive national figures.
#Nine-year-olds' nonresponse rate was high.

TABLE B-3. Estimated Standard Errors for Entries in Table B-2*

Groups	Age 9			Age 13			Age 17		
	OL	SL	EL	OL	SL	EL	OL	SL	EL
Nation									
Race/Ethnicity									
Black	1.50	1.33	1.32	1.57	1.20	1.06	2.23	1.39	1.08
White	0.62	0.30	0.24	0.83	0.28	0.22	1.13	0.35	0.24
Hispanic	1.69	1.59	2.47	1.15	1.49	2.41	1.11	1.50	2.67
Region									
Northeast	1.35	1.04	1.00	1.21	0.97	0.89	1.25	1.08	0.90
Southeast	1.24	1.10	0.99	1.32	1.07	0.86	1.91	1.16	0.88
Central	1.24	1.03	0.93	1.42	0.94	0.83	1.80	1.00	0.81
West	1.15	1.01	1.01	1.09	0.96	0.89	1.12	1.01	0.87
Sex									
Male	0.79	0.48	0.45	0.84	0.44	0.39	0.90	0.48	0.38
Female	0.89	0.45	0.42	0.85	0.43	0.37	1.01	0.46	0.38
Type of community									
Rural	1.87	1.44	1.35	2.00	1.41	1.12	2.56	1.51	1.14
Disadvantaged urban	1.72	1.51	1.58	1.51	1.36	1.24	1.39	1.42	1.18
Advantaged urban	1.84	1.39	1.27	1.78	1.24	1.12	2.09	1.41	1.11
Size of community									
Big cities	1.26	1.11	1.12	1.15	1.10	1.00	1.24	1.18	0.97
Fringes around big cities	1.43	1.15	1.10	1.28	1.00	0.90	1.48	1.15	0.93
Medium cities	1.74	1.48	1.29	1.67	1.16	0.98	1.80	1.19	0.98
Small places	0.89	0.75	0.69	1.06	0.76	0.65	1.35	0.81	0.66
Grade level									
1 below modal	1.11	0.71	0.72	1.18	0.63	0.55	1.57	0.96	0.72
Modal grade	0.66	0.32	0.28	0.67	0.32	0.27	0.75	0.93	0.25
Parental education									
Not graduated high school	2.08	1.56	1.45	1.37	0.98	0.82	1.34	0.98	0.72
Graduated high school	1.60	0.95	0.75	1.33	0.66	0.50	1.43	0.67	0.48
Post high school	1.90	1.06	0.92	1.72	0.79	0.61	2.02	0.87	0.60
Graduated college	0.90	0.47	0.46	1.11	0.50	0.50	1.38	0.54	0.46
School sector									
Public	0.44	0.25	0.24	0.46	0.24	0.21	0.50	0.24	0.20
Private	1.94	1.51	1.38	1.78	1.32	1.17	1.89	1.44	1.17
School composition									
Heavily minority	1.25	1.15	1.20	0.99	1.07	1.01	1.21	1.27	1.10
Heavily white	0.56	0.28	0.25	0.72	0.27	0.23	0.74	0.27	0.21

TABLE B-3 *(continued).*

Groups	Age 9			Age 13			Age 17		
	OL	SL	EL	OL	SL	EL	OL	SL	EL
Kindergarten									
Yes	0.50	0.42	0.38						
No	1.51	1.34	1.36						
Reading resources in home									
Less than 3	1.04	0.68	0.64	1.19	0.80	0.67	1.34	1.04	0.72
3	1.04	0.59	0.53	1.14	0.62	0.51	1.35	0.74	0.55
4	1.15	0.55	0.51	0.95	0.38	0.34	1.04	0.37	0.32
Television watching									
None, less than 1 hour	1.35	0.75	0.71	1.36	0.64	0.56	1.13	0.55	0.45
1-2 hours	1.31	0.71	0.65	1.24	0.60	0.51	1.31	0.65	0.49
3-4 hours	1.31	0.70	0.61	1.12	0.59	0.49	1.52	0.75	0.55
More than 5 hours	1.17	0.70	0.63	1.32	0.77	0.63	2.18	1.23	0.81
Homework assigned									
No homework				1.13	0.61	0.49	1.34	0.65	0.48
Didn't do it				2.18	1.20	0.95	1.97	0.99	0.68
Less than 1 hour				1.13	0.57	0.48	1.54	0.73	0.55
1-2 hours				1.32	0.63	0.55	1.48	0.73	0.56
More than 2 hours				1.81	1.05	0.87	1.80	1.07	0.79
How much time spend reading									
Less than 1 hour	0.78	0.43	0.36	0.64	0.32	0.26	0.67	0.34	0.26
1-2 hours	1.19	0.65	0.62	1.30	0.66	0.60	1.54	0.73	0.60
More than 3 hours	1.49	0.92	0.96	1.98	1.13	0.99	2.68	1.52	1.09
Do you mostly read...									
Fiction	1.39	0.78	0.66	1.21	0.58	0.49	1.44	0.69	0.51
Nonfiction	1.24	0.71	0.68	1.23	0.66	0.58	1.30	0.63	0.50
Both	0.88	0.47	0.45	1.04	0.52	0.45	1.26	0.60	0.49

**Standard errors were based on the number of exercises in a mean and the sample size using a statistical relationship with jackknifed standard errors.*

TABLE B-4. NAEP Sample Proportions of Students in Selected Categories by Age

Groups†	Age 9	Age 13	Age 17
Language			
Other language	13.0%	8.6%	6.1%
Shared language	28.3	26.2	21.8
English language	39.5	55.4	69.5
Other	19.2	9.8	2.7
Race/Ethnicity			
American Indian			1.4
Asian			0.8
Black*	14.0	13.5	10.3
White*	79.0	79.7	74.2
Hispanic*	5.7	5.6	8.2
Other	1.3	1.3	2.5
No response			2.6
Region			
Northeast	22.2	23.6	22.2
Southeast	24.6	25.0	22.9
Central	25.7	25.7	28.2
West	27.5	25.7	26.6
Sex			
Male	50.0	49.4	50.0
Female	50.0	50.6	50.0
Type of community			
Rural	9.8	9.9	8.2
Disadvantaged urban	6.9	8.3	9.7
Advantaged urban	10.9	11.5	12.3
Size of community			
Big cities	19.1	16.6	17.6
Fringes around big cities	19.8	24.3	23.5
Medium cities	12.6	14.1	14.8
Small places	48.6	45.1	44.1
Grade level			
1 below modal	27.0	25.8	12.6
Modal grade	70.8	70.8	76.6
Parental education#			
Not graduated high school	5.3	10.3	12.6
Graduated high school	15.2	26.2	30.5
Post high school	10.4	16.1	17.5
Graduated college	45.3	38.3	36.2

TABLE B-4 *(continued).*

Groups†	Age 9	Age 13	Age 17
Achievement class			
Lowest	25.0	25.0	25.0
Middle-lowest	25.0	25.0	25.0
Middle-highest	25.0	25.0	25.0
Highest	25.0	25.0	25.0
School sector			
Public	89.9	89.6	92.2
Private	10.1	10.4	7.8
School composition			
Heavily minority	18.6	19.5	13.5
Heavily white	81.4	80.5	86.5
Kindergarten			
Yes	85.3		
No	12.4		
Reading resources in home			
Less than 3	30.7	17.2	13.3
3	35.0	28.2	24.2
4	34.3	54.6	62.5

†*Percentages may not add to 100% due to nonresponse rate or rounding error.*
**Seventeen-year-old students identified their ethnic backgrounds themselves; 9- and 13-year-olds were aggregated in only three categories (white, black and Hispano) based upon the judgment of the persons who administered the assessments. Experience has established that under these circumstances, some Hispanos will be classed as whites or blacks, inflating those categories and understating the number of Hispanos. The percentages listed at age 17 are the best estimates of ethnic breakdown we have and probably reflect a roughly similar breakdown at the other ages.*

Estimates of Asians and American Indians are based on a small number of respondents and should not be taken as definitive national figures.
#*Nine-year-olds' nonresponse rate was high.*

TABLE B-5. Group Differences From National Percentages of Success, Ages 9, 13 and 17

Groups	Age 9	Age 13	Age 17
Race/Ethnicity			
American Indian			-7.26%
Asian			-3.11
Black	-13.81%	-14.33%	-15.22
White	3.37	3.27	3.75
Hispanic	-13.27	-11.37	-9.78
Other	3.21	-3.33	-2.36
No response			-8.49
Region			
Northeast	2.55	1.36	0.21
Southeast	-2.23	-2.70	-2.02
Central	1.08	2.28	0.53
West	-1.17	-0.87	1.10
Sex			
Male	-2.48	-2.09	-1.38
Female	2.47	2.06	1.38
Type of community			
Rural	-2.53	-3.94	-0.66
Disadvantaged urban	-14.73	-9.78	-10.35
Advantaged urban	9.82	8.50	5.86
Other	0.20	0.29	0.49
Size of community			
Big cities	-3.45	-3.73	-3.33
Fringes around big cities	3.20	2.06	1.13
Medium cities	-0.40	0.42	0.69
Small places	0.23	0.10	0.52
Grade level			
1 below modal	-13.07	-9.26	-14.88
Modal grade	5.59	4.06	2.34
Parental education			
Not graduated high school	-9.13	-10.45	-8.55
Graduated high school	0.87	-0.93	-2.20
Post high school	4.38	4.49	3.40
Graduated college	2.91	4.67	4.55
School sector			
Public	-0.78	-0.96	-0.51
Private	7.30	8.04	5.75

TABLE B-5 *(continued).*

Groups	Age 9	Age 13	Age 17
School composition			
Heavily minority	-10.75	-9.07	-9.33
Heavily white	2.43	2.26	1.46
Kindergarten			
Yes	2.68		
No	-14.09		
Reading resources in the home			
Less than 3	-9.61	-12.59	-12.67
3	0.89	-2.11	-2.90
4	7.66	5.05	3.81
Television watching			
None or less than 1 hour	1.48	2.16	2.27
1-2 hours	3.00	3.03	1.26
3-4 hours	5.20	0.18	-2.23
More than 5 hours	-1.68	-6.89	-8.10
Homework assigned			
No homework		-2.42	-4.69
Didn't do it		-5.21	0.77
Less than 1 hour		1.22	1.30
1-2 hours		3.00	2.91
More than 2 hours		0.07	5.16
How much time spend reading			
Less than 1 hour	2.29	-0.13	-0.75
1-2 hours	3.94	2.55	3.20
More than 3 hours	-3.76	-1.12	1.13
Do you mostly read...			
Fiction	1.35	4.00	3.10
Nonfiction	-2.49	-5.09	-1.56
Both	2.81	3.58	3.60

TABLE B-6. Estimated Standard Errors for Group Differences in Table B-5*

Groups	Age 9	Age 13	Age 17
Race/Ethnicity			
American Indian			1.69
Asian			2.02
Black	1.00	0.93	1.04
White	0.25	0.23	0.26
Hispanic	1.20	1.14	1.10
Other	2.24	2.14	1.48
No response			1.44
Region			
Northeast	0.86	0.81	0.85
Southeast	0.85	0.81	0.85
Central	0.82	0.78	0.78
West	0.82	0.80	0.81
Sex			
Male	0.37	0.35	0.36
Female	0.37	0.35	0.36
Type of community			
Rural	1.08	1.02	1.09
Disadvantaged urban	1.12	1.04	1.05
Advantaged urban	1.10	1.00	1.04
Other	0.46	0.46	0.47
Size of community			
Big cities	0.89	0.88	0.90
Fringes around big cities	0.93	0.82	0.87
Medium cities	1.07	0.91	0.92
Small places	0.62	0.63	0.65
Grade level			
1 below modal	0.50	0.48	0.63
Modal grade	0.28	0.26	0.25
Parental education			
Not graduated high school	0.88	0.64	0.63
Graduated high school	0.62	0.48	0.46
Post high school	0.70	0.56	0.57
Graduated college	0.40	0.41	0.43
School sector			
Public	0.20	0.20	0.20
Private	1.14	1.04	1.07

TABLE B-6 *(continued)*.

Groups	Age 9	Age 13	Age 17
School composition			
Heavily minority	0.90	0.85	0.97
Heavily white	0.24	0.23	0.22
Kindergarten			
Yes	0.37		
No	1.03		
Reading resources in home			
Less than 3	0.48	0.55	0.62
3	0.45	0.46	0.51
4	0.45	0.33	0.31
Television watching			
None, less than 1 hour	0.55	0.50	0.42
1-2 hours	0.53	0.46	0.46
3-4 hours	0.52	0.49	0.58
More than 5 hours	0.54	0.57	0.73
Homework assigned			
No homework		0.46	0.46
Didn't do it		0.76	0.63
Less than 1 hour		0.44	0.51
1-2 hours		0.50	0.52
More than 2 hours		0.71	0.69
How much time spend reading			
Less than 1 hour	0.33	0.26	0.25
1-2 hours	0.51	0.52	0.55
More than 3 hours	0.65	0.77	0.90
Do you mostly read...			
Fiction	0.55	0.45	0.48
Nonfiction	0.53	0.50	0.47
Both	0.38	0.41	0.46

**Standard errors were based on the number of exercises in a mean and the sample size using a statistical relationship with jackknifed standard errors.*

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